

STATE PLAN REFERENCE SHEET FOR PERKINS IV					
WORKGROUP: PROGRAM DEVELOPMENT AND IMPROVEMENT (DELIVERABLES: ILA.2(a)(b)(c)(d)(e)(g)(h)(i)(j)(k)(l); ILA.5,6,7(a)(b)(c); V.A.4(a)(b)(c)(d)(e)(f)(g)(h))					
SECTION	PART	SUBPART	PERKINS IV STATE PLAN GUIDE [RELEVANT SECTIONS OF THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006 IN BRACKETS]	TRANSITION PLAN	RELATED SECTIONS OF PERKINS III STATE PLAN
II. PROGRAM ADMINISTRATION					
II	A	2 a	<p>You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—</p> <p>(a) The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—</p> <p>i. Incorporate secondary education and postsecondary education elements;</p> <p>ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;</p> <p>iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and</p> <p>iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;</p>	<p>The Iowa Department of Education staff has held several sessions to discuss the programs of study requirements under the Perkins Act IV. The intent of the discussions were to describe Career and Technical Education programs that would meet State and Federal requirements and address any other issues that would impact the definition for programs of study. The requirements in A2 (a) I-IV are addressed in a comprehensive statement that identifies the requirements for programs of study. During the transition year, eligible recipients will be convened to acquire their input regarding programs of study. This input will be used to make modifications within the state plan for a five-year period.</p> <p>Requirements for Programs of Study:</p> <ul style="list-style-type: none"><li>• The programs of study described in this section of the transition plan are consistent with Iowa Code for secondary and postsecondary schools and the State Board of Education approved CTE program approval requirements and procedure. (Iowa Code 256.11(5)h; 258.3A; 258.4 (Requirements for Vocational Education); 260C.14 and 260C.18A 281-47.2(260C) (Requirements for Career Academies)</li><li>• CTE programs of study will consist of coherent and rigorous curriculum that includes academic and technical content that is a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education leading to an industry-recognized certificate or credential, including the bureau of apprenticeship and training, credit certificate, diploma, Associate of Applied Science (AAS) or Associate of Science (AS) with a career option in a specific career field.</li></ul>	<p>See II.A.2, Vocational and technical education activities designed to meet or exceed the State adjusted levels of performance [Sec. 122(c)(1)]</p> <p>See II.A.3, Secondary and postsecondary vocational and technical programs to be carried out with Perkins III assistance [Sec. 122(c)(1)(A)]</p>

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				<p><i>Continued from previous page</i></p> <ul style="list-style-type: none"><li>• The CTE programs of study may include concurrent enrollment opportunities for postsecondary credit.</li><li>• As part of the local needs assessment process, school districts and community colleges shall evaluate opportunities for concurrent enrollment.</li><li>• CTE programs of study must include a sequence of at least three units of CTE coursework offered to the secondary level and linked to postsecondary education leading to an industry-recognized certificate or credential, including the bureau of apprenticeship and training, credit certificate, diploma, Associate of Applied Science (AAS) or Associate of Science (AS) with a career option in a specific career field. (Iowa Code: {256.11(5) h; 258.3A; 258.4 (requirements for Vocational Education); 260C.14 and 260C.18A 281-47.2(260C) (requirements for Career Academies)</li><li>• The CTE programs of study at the secondary level, will include competency-based applied learning that contributes to academic knowledge, higher order thinking skills, reasoning and problem-solving skills, work attitudes, general employability skills, leadership, and knowledge of all aspects of the industry including entrepreneurship. (Iowa Code Chapter 12.5(7))</li><li>• The director of the Iowa Department of Education will approve the CTE programs of study through the Iowa program approval process.</li><li>• The CTE coursework will be offered through comprehensive high schools and meets the Iowa high school graduation requirements.</li><li>• Eligible recipients will have an advisory committee with representation of both levels of instruction on the committee and meet all of the requirements of the Iowa program approval process.</li></ul>	

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				<p><i>Continued from previous page</i></p> <ul style="list-style-type: none"> <li>The Programs of Study will be evaluated through an annual review of the Perkins performance requirements for academic and technical attainment, placement and retention data, degree attainment data, and nontraditional career data for secondary and postsecondary programs. Additionally Iowa Code requires a more in-depth review of 20 percent of all CTE programs each year. (Iowa Administrative Rules Chapter 24, 24.5(4))</li> </ul>	
II	A	2 b	<p>You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—</p> <p>(b) How you, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;</p>	<p><b>Programs of Study Process:</b></p> <p>The Department of Education will engage the existing community college chief academic officers, community college CTE directors, school administrators, Iowa ASCD, and Tech Prep network to facilitate the development of Programs of Study. The development and design of programs of study will utilize the current Iowa Tech Prep model that integrates career, technical and academic requirements with the federal requirements.</p> <ul style="list-style-type: none"> <li>During the transition year, the Department of Education will continue use of a stakeholders group convened in 2006 to review and recommend changes to the CTE structure (service areas, clusters, and pathways) and the framework for programs of study. Additionally during 2006, an external assessment of Iowa’s CTE structure was initiated. Recommendations are anticipated Summer 2007.</li> <li>During the transition year, eligible recipients will develop and implement at least one program of study within their district or consortium that mutually benefits all members of the consortium.</li> <li>All programs of study must meet the requirements set by the Department of Education for CTE program approval and must receive approval from the director of the Iowa Department of Education.</li> </ul>	<p>See II.A.2, Vocational and technical education activities designed to meet or exceed the State adjusted levels of performance [Sec. 122(c)(1)]</p> <p>See II.A.3, Secondary and postsecondary vocational and technical programs to be carried out with Perkins III assistance [Sec. 122(c)(1)(A)]</p>

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				<p><i>Continued from previous page</i></p> <ul style="list-style-type: none"> <li>• At the end of the transition year, eligible recipients will have written agreements for the career-focused programs of study between educational entities. These agreements will define curriculum, operational policies and procedures, and credit provisions. Courses, both academic and technical and secondary and postsecondary, will include competencies (technical skill) for each course.</li> <li>• Eligible recipients shall provide information regarding the programs of study through Project Easier, Plus CTE and AS-28 accordingly.</li> <li>• Eligible recipients will have an advisory committee with representation of both levels of instruction on the committee.</li> </ul>	
II	A	2 c	<p>You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—</p> <p>(c) How you will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;</p>	<p>Articulation</p> <p>One of the goals of Perkins III for both secondary and postsecondary education was to develop and improve linkage between the respective levels. State staff assisted with the establishment of articulation agreements between secondary and postsecondary CTE. During accreditation visits, Department of Education staff monitor to ensure that articulation agreements are established for each program. The state has implemented legislation that provides incentives to students, parents, and schools for providing postsecondary enrollment opportunities to secondary students through two legislative initiatives—supplemental weighting and Postsecondary Enrollment Options Act. The Department of Education also continued to provide leadership in the development of statewide articulation within program areas from secondary to postsecondary, as well as from community college to college/university.</p> <p>Throughout implementation of the Carl D. Perkins Act of 1990 and 1998, the state of Iowa has placed heavy emphasis on the linkage and articulation between secondary and postsecondary education. In</p>	<p>See II.A.2, Vocational and technical education activities designed to meet or exceed the State adjusted levels of performance [Sec. 122(c)(1)]</p> <p>See II.A.3, Secondary and postsecondary vocational and technical programs to be carried out with Perkins III assistance [Sec. 122(c)(1)(A)]</p> <p>See II.A.14. Linkage between secondary and postsecondary education [Sec. 122(c)(19)]</p>

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				<p><i>Continued from previous page</i></p> <p>addition, state legislation on CTE passed in 1989 required articulation for CTE programs. The Tech Prep consortia in Iowa have played a major role in promoting and implementing linkage/articulation between secondary and postsecondary education. Several community colleges deliver college level curriculum to secondary career and technical students through jointly administered programs. The continued focus on linkage through articulation agreements in Perkins IV is positive. While the Perkins III provision was broadly connecting secondary and postsecondary programs, Perkins IV specifically refers to articulation agreements and Tech Prep as a means of achieving effective learning transition.</p> <p>The state will continue to require eligible recipients to develop and implement articulation agreements between secondary education and postsecondary education institutions in the following ways:</p> <ul style="list-style-type: none"><li>• In order to implement the new federal legislation effectively and provide necessary technical assistance to Iowa’s schools and colleges, additional professional development activities will be designed and conducted for state staff that addresses articulation between secondary and postsecondary.</li><li>• In-service training will be designed to provide assistance for teachers, curriculum directors, counselors, and administrators in developing and strengthening linkages through articulation agreements and concurrent enrollment opportunities between secondary and postsecondary education; and continuing to align and articulate curricula between secondary and postsecondary, as well as postsecondary to postsecondary to assist students in successful transition.</li><li>• Program articulation will be required within programs of study.</li></ul>	

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				<p><i>Continued from previous page</i></p> <ul style="list-style-type: none"> <li>• A process will be developed to examine policy issues to assure a seamless transition for learners. Policies will be examined for barriers impacting transition from one learning level to another and the portability of credit to strengthen seamless transition.</li> <li>• The DE will expand focus of the articulation from secondary to two-year programs and the transition from two-year programs to baccalaureate degree programs.</li> </ul>	
II	A	2 d	<p>You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—</p> <p>(d) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients;</p>	<p>Information about programs of study will be disseminated in a variety of methods and resources. CTE program consultants provide technical assistance to the eligible recipients about technical knowledge and skills and infused academic and career skills and knowledge. Professional development opportunities, utilizing the Iowa Professional Development Model (IPDM) for eligible recipients, will be conducted to provide best practices for integrated career and technical education programs. The areas of priority for professional development are academic integration, applied learning, working with special population data quality, and the use of data for program improvement purposes.</p> <p>Examples of resources include Iowa Choices (Iowa’s career information and decision-making system), electronic bulletins and updates, student course handbooks, secondary school curriculum guides, community college handbooks, and publications such as Iowa’s Community College Program Guide, and Iowa Career Resource Guide.</p> <p>Iowa legislation requires all eighth grade students to complete an educational plan for high school graduation with parental involvement and approval. The educational focus of the eighth grade student plans will support the Programs of Study.</p> <p>School counselors and teachers facilitate learning about career development education in grades 7 through grade 12 through career</p>	<p>See II.A.2, Vocational and technical education activities designed to meet or exceed the State adjusted levels of performance [Sec. 122(c)(1)]</p> <p>See II.A.3, Secondary and postsecondary vocational and technical programs to be carried out with Perkins III assistance [Sec. 122(c)(1)(A)]</p>

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				<p><i>Continued from previous page</i></p> <p><b>development information about career clusters, workplace skills, occupations, postsecondary opportunities, and educational opportunities with Programs of Study. Secondary school staff are encouraged to utilize electronic and print resources to inform students and parents about the opportunities available as students plan their coursework in high school and postsecondary college or training.</b></p> <p><b>Section 118</b> <b>The Department of Education Division of Community Colleges and Workforce Preparation is designated as the entity to meet compliance with Section 118 – Occupational and Employment Information. The DE convened a stakeholder group of counselors, teachers, administrators, community college staff, and others to develop the specifications for a statewide Career Information System (CIDS). Based on their recommendations, the DE has designated Iowa Choices, as the statewide Iowa CIDS. With their recommendations, Iowa Choices meets the following requirements for Section 118:</b></p> <ul style="list-style-type: none"><li><i>• Assisting students in identifying “high-skill, high-wage, or high-demand” occupations and “emerging professions.”</i></li><li><i>• Assisting students to have access to regional occupational information for preparation for careers that exist in their area and provide a family-sustaining wage.</i></li><li><i>• Promoting a vast array of career options for all students, including nontraditional career areas.</i></li><li><i>• Encouraging students to take higher-level academics for preparation of a career goal.</i></li><li><i>• Preparing students for a successful postsecondary transition.</i></li><li><i>• Facilitating parent involvement.</i></li></ul>	

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				<p><i>Continued from previous page</i></p> <p><b>During the transition year, the DE and it’s partners, Iowa College Student Aid Commission and Iowa Student Loan Liquidity Corporation, will provide at no cost to Iowa middle and high schools, the access to the Iowa Choices (CIDS) for middle and high school students, youth correctional facilities, community colleges and public/private higher institutions, and Iowa Workforce Development centers.</b></p> <p><b>Career information resources are a critical component for the professional development of counselors, administrators, and CTE instructors. These resources will be used to facilitate and support quality career guidance and academic counseling through school counselors, CTE instructors, transition coordinators, advisor/advisee programs, and academic core teachers at the secondary and postsecondary level to provide career development tools for curriculum and instructional strategies.</b></p> <p><b>Local plans for secondary schools must specifically describe how career guidance and academic counseling will be provided to career and technical students. Information about how students can transition to postsecondary education must be described. Also, local plans for postsecondary schools will describe how resources will be provided to CTE program students, and provide a strong linkage on financial aid information and links to the associate degree and baccalaureate programs.</b></p>	



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II	A	2e	<p>You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—</p> <p>(e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by you, to develop, improve, and expand access to appropriate technology in career and technical education programs;</p>	<p>Technology in CTE programs is incorporated into the delivery of program content. The Department will develop technical assistance designed to expand the use of technology in program delivery and professional development. Distance learning systems used for professional development and community college concurrent enrollment classes increases access for students and staff. Updated industry-related technology will be encouraged in skill certification for career and technical programs.</p> <p>The state will develop a professional development process to deliver instructional methods utilizing technical skill applications. When applicable, joint professional development for secondary and postsecondary instructors will be delivered. The Department will encourage partnerships with business and industry to facilitate increased access to appropriate technology in career and technical education programs.</p> <p>The use of technology for professional development will be encouraged. Professional development will be designed to include sharing of technology.</p>	<p>See II.A.3, Programs that will be carried out by the eligible agency to develop, improve, and expand access to quality, state-of-the-art technology in vocational and technical education programs</p>
II	A	2g	<p>You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—</p> <p>(g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;</p>	<p>All career and technical education secondary programs in Iowa are located in comprehensive high schools. All enrolled students in these school systems have the opportunity to graduate with a regular high school diploma. The same requirements are in place for all students, including special population students.</p> <p>The application for the Carl D. Perkins Career and Technical Education Act 2006 will require information from the school districts and consortia regarding the measures taken to encourage high school completion during the grant application and implementation process. General education students and special population student demographic data will be disaggregated. Local districts will be encouraged to utilize this data in their local needs assessments to develop strategies that may increase the number of students who graduate with a diploma.</p>	<p>See II.A.2, Vocational and technical education activities designed to meet or exceed the State adjusted levels of performance [Sec. 122(c)(1)]</p> <p>See II.A.3, Secondary and postsecondary vocational and technical programs to be carried out with Perkins III assistance [Sec. 122(c)(1)(A)]</p>

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II	A	2 h	<p>You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—</p> <p>(h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;</p>	<p>Throughout the implementation of Perkins III, Iowa developed programs that provide a seamless pathway for students leading to an industry-recognized certificate or credential, including the Bureau of Apprenticeship and Training, credit certificate, diploma, Associate of Applied Science (AAS), or Associate of Science (AS) with a career option in a specific career field. These programs provide direct opportunity to access postsecondary education and prepare students to enter into high-skill, high-wage, or high-demand occupations. In addition, Iowa has requirements that high schools show the demand for skilled employees in related occupations as part of the state program approval process.</p> <p>Multiple factors will be considered as eligible recipients develop programs that lead to high-wage, high-skill or high-demand occupations. The state will work with Iowa Workforce Development (Department of Labor) to provide assistance to the eligible recipients regarding regional determination of high-wage, high-skill, or high-demand. Iowa Workforce Development determines high-demand on a statewide level as an industry with an annual growth rate of 1.2 percent (1.2%). High-wage is determined on a statewide level as being above the mean annual wage for employment. Iowa Workforce Development will provide high-skill information on a regional level. Industry skill certifications are increasing in importance to employers and students. In the fall of 2005, Iowa conducted surveys to gather baseline information about the skill credentials community college and high school students receive. Among the data collected was information about what programs are aligned with certifications, who issues the credentials, whether aligned instructional programs are certified or accredited by that entity, whether the entity has credential requirements for the instructors, whether the test is voluntary, whether students take the exam while enrolled or after graduation, and exam pass rates (if available/provided to the school or college).</p>	<p>See II.A.5, How programs prepare vocational and technical students for opportunities in postsecondary education or entry into high skill high wage jobs [Sec. 122(c)(1)(C)]</p>

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				<p><i>Continued from previous page</i></p> <p>The colleges reported a diverse array of certifications in a variety of career clusters. The state will use this information to make informed decisions on how the state will be able to address the performance indicator related to industry certifications and credentials.</p> <p>The state will continue to foster alignment to industry-recognized skill standards and encourage the use of skill credentials. As “programs of study” are implemented, the state will encourage, when possible and appropriate, the utilization of industry-recognized skills standards and provide the opportunity for students to access industry skill credentials. Iowa programs of study will identify both academic and technical courses that prepare students for success in higher education and the workforce. Because career and technical education is offered as an integral part of Iowa’s comprehensive high schools, all Iowa students have the same graduation requirements.</p>	

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II	A	2 i	<p>You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—</p> <p>(i) How funds will be used to improve or develop new career and technical education courses—</p> <p>i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;</p> <p>ii. At the postsecondary level that are relevant and challenging; and</p> <p>iii. That lead to employment in high-skill, high-wage, or high-demand occupations;</p>	<p>The local application guidelines will provide information regarding use of funds to improve or develop new career and technical education programs of study. These programs will integrate rigorous and challenging academic and career and technical instruction and lead to an industry-recognized certificate or credential, including the Bureau of Apprenticeship and Training, credit certificate, diploma, Associate of Applied Science (AAS), or Associate of Science (AS) with a career option in a specific career field. The program of study will be designed to prepare career and technical students for high-skill, high-wage, or high-demand occupations in current and emerging professions and that link secondary and postsecondary education. Eligible recipients may choose to use funds to improve or develop new career and technical Programs of Study if their local application identifies and documents this is a need and ensures that the career and technical program of study will result in skills that are valued by the workforce. Perkins funds may be used to develop CTE curriculum that focuses on both preparation in core academic (ESEA) and career and technical programs of study, purchase required equipment including relevant technology that will strengthen academic and technical achievement, develop appropriate promotional materials, and provide support for entrepreneurship education and training. Perkins funds may also be used to provide professional development for instructors, counselors, and administrative personnel who are involved in career and technical education programs.</p> <p>Because the majority of Iowa secondary schools participate in a consortium, the consortia will be encouraged to develop new career and technical education courses to expand or establish new programs of study as a consortia-wide initiative. Technical assistance will be provided from the state level for the development of new career and technical programs of study.</p>	<p>See II.A.6, How funds will be used to improve or develop new vocational and technical education courses [Sec. 122(c)(1)(D)]</p>

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II	A	2 j	<p>You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—</p> <p>(j) How you will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement. (Please note this item is required only for States not consolidating all of their Tech Prep funds);</p>	<p>Multiple communication systems are in place among CTE consultants, Perkins recipients, and CTE instructors to communicate essential information to improve CTE programs (including Tech Prep) and student achievement. Activities to support program improvement include the following:</p> <p><b>Professional Development</b> The system for delivering professional development at the state level is based on the Iowa Professional Development Model (Appendix B) In order to implement the new federal legislation effectively and provide necessary technical assistance to the state’s schools and colleges, additional professional development activities will be designed and conducted for state staff that addresses articulation between secondary and postsecondary.</p> <p>In-service training will be designed to provide assistance for teachers, curriculum directors, counselors, and administrators in developing and strengthening linkages through articulation agreements between secondary and postsecondary education; and how to improve data quality and accountability systems and how to enhance the academic core in support of CTE.</p> <p>The DE will develop technical assistance designed to expand the use of technology in program delivery and professional development. The state will develop a professional development process to deliver instructional methods utilizing technical skill applications. Program management committees have been established in each of the six CTE service areas. (agriculture, business, family and consumer sciences, health occupations, marketing and skilled and technical sciences) The work of the committees is to identify the professional development needs of their respective CTE instructors. The committees plan for the delivery and evaluation of the professional development services. The program management committees’ recommendations will be utilized in the development of statewide</p>	Not found.

STATE PLAN REFERENCE SHEET FOR PERKINS IV

WORKGROUP: PROGRAM DEVELOPMENT AND IMPROVEMENT

(DELIVERABLES: ILA.2(a)(b)(c)(d)(e)(g)(h)(i)(j)(k)(l); ILA.5,6,7(a)(b)(c); V.A.4(a)(b)(c)(d)(e)(f)(g)(h))

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				<p><i>Continued from previous page</i></p> <p><b>professional development priorities and activities, coordinated by the DE.</b></p> <p><b>Applications for local funds and for Tech Prep funds allows for professional development to be addressed in their programs to improve the academic and technical proficiency for students. Staff development occurs at the regional and state levels. Technical assistance will be provided to implement the new federal legislation and state requirements.</b></p> <p><b>State and regional workshops and conferences are supported by the DE utilizing national presenters and professional associations. The DE will explore the reintroduction of a Perkins Administrators’ Conference as a vehicle to deliver technical assistance and best practices supporting the priority initiatives during the five-year cycle of the state plan.</b></p> <p><b>Consultant Distribution List – CTE consultants communicate on a regular basis with the instructors in their service area. Communication focuses on federal and state polices, staff development, data requirements, and other issues relative to CTE program improvement and student achievement.</b></p> <p><b>Program Approval Process – Programs seeking DE approval must address the required components described, including those criteria representative of quality CTE programs. (Iowa Code Administrative Rules, Chapter 12)</b></p> <p><b>Monitoring and Accreditation Process – Program consultants have the responsibility to monitor the Perkins grants and conduct an on-site visit once every three years. The intent is to directly observe evidence that the Perkins grant management components and background information are used appropriately. In addition, CTE consultants participate on accreditation site visits to review CTE practices and provide input for program improvement.</b></p>	

## STATE PLAN REFERENCE SHEET FOR PERKINS IV

### WORKGROUP: PROGRAM DEVELOPMENT AND IMPROVEMENT

(DELIVERABLES: II.A.2(a)(b)(c)(d)(e)(g)(h)(i)(j)(k)(l); II.A.5,6,7(a)(b)(c); V.A.4(a)(b)(c)(d)(e)(f)(g)(h))

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				<i>Continued from previous page</i> <b>Perkins Application for Funds - CTE consultants will review and evaluate each component of the application. Issues regarding the successful completion of the application are communicated to the recipient for correction or additions. The funds are utilized to improve CTE programs and student success.</b>	
II	A	2 k	<p>You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—</p> <p>(k) How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement; and</p>	<p>The state has provided for linkage of academic and career and technical education under Perkins III. Each eligible recipient has been asked to ensure that career and technical education students have been taught to the same challenging academic proficiencies as were taught to other students. A statement to this effect has been included in the Assurances/Agreement Section of the local plan. In addition, each program receiving Perkins assistance has been required to report its status relative to the performance measures and standards. The Perkins performance measure for the core indicator on secondary academic skills uses the state level database that reports the academic achievement of 11th grade students in reading and math. Data was accessible for use at the local level to assure that additional emphasis could be placed on academic skills within career and technical education programs.</p> <p>Tech Prep programs have helped students meet high academic standards by integrating academic competencies into the career and technical curricula; providing learning experiences that challenge students to high levels of attainment and using assessments to document student gain and student learning/progress. In-service training has been provided for teachers, curriculum directors, and administrators to include:</p> <ul style="list-style-type: none"> <li>• developing strategies to assure students meet high levels of achievement in academic and technical proficiencies; and</li> <li>• integration of career and technical and academic education, contextual learning.</li> </ul>	<p>See II.A.9, Improvement of academic and technical skills of vocational and technical education students [Sec. 122(c)(5)(A)]</p> <p>See II.A.10, Ensuring challenging academic proficiencies for students participating in vocational and technical education programs [Sec. 122(c)(5)(B)]</p> <p>See II.A.14, Linkage between secondary and postsecondary education [Sec. 122(c)(19)]</p>

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WORKGROUP: PROGRAM DEVELOPMENT AND IMPROVEMENT

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				<p><i>Continued from previous page</i></p> <p>As Perkins IV has added a specific focus on both academic and technical standards linked with high-skill, high-wage, or high-demand occupations in current and emerging professions, the state will support eligible recipients in the linkage of academic and career and technical to increase student academic and career and technical achievement in the following ways:</p> <ul style="list-style-type: none"><li>• An examination of the collaboration between career and technical education and the employer community and the specific academic and technical skills needed to support a “region” workforce will be designed. This will determine how well career and technical education is preparing participants for “high-skill, high-wage, or high-demand” jobs.</li><li>• Research will be conducted to focus on how well career and technical education is integrating and aligning technical content with rigorous and challenging academic standards.</li><li>• Professional development will be designed for in-service and pre-service teacher and faculty education programs.</li><li>• Professional development will be designed to help career and technical education professionals learn how to better integrate academic (ESEA) and technical content, and help coordinate their curriculums with industry-recognized certificate requirements.</li></ul>	



## STATE PLAN REFERENCE SHEET FOR PERKINS IV

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II	A	2 1	<p>You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—</p> <p>(b) How you will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122I(1)(A)-(L)]</p>	<p>It is anticipated that OVAE will continue to utilize the CAR format to collect student attainment data from the states. Iowa will continue to align its implementation of Perkins IV with its efforts to implement NCLB legislation. Throughout the life of Perkins III, both programs defined a student as being academically proficient in the areas of math and reading if they scored at the 41st percentile (national norms) or higher on the math and reading assessment components of the Iowa Test of Educational Development. This alignment will continue into the implementation of Perkins IV. Iowa has the capability of tailoring our reporting to identify the student attainment in an individual Program of Study, as well as reporting on the consortium and career cluster level. The outcome of the student academic attainment measure will be evaluated on the state and the recipient levels.</p>	<p>See II.A.10, Ensuring challenging academic proficiencies for students participating in vocational and technical education programs [Sec. 122(c)(5)(B)]</p>
II	A	5	<p>You must describe efforts that your agency and eligible recipients will make to improve the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122I(4)]</p>	<p>Not required.</p>	<p>Not found.</p>
II	A	6	<p>You must describe how you will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec. 122I(5)]</p>	<p>Not required.</p>	<p>See II.A.8, Involvement of constituents in planning, implementation, and evaluation of vocational and technical education programs [Sec. 122(c)(3)]</p>

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II	A	7 a	<p>You must describe efforts that your agency and eligible recipients will make to—</p> <p>(a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in—</p> <p>(i) The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and</p> <p>(ii) Career and technical education subjects;</p>	Not required.	<p>See II.A.9, Improvement of academic and technical skills of vocational and technical education students [Sec. 122(c)(5)(A)]</p> <p>See II.A.10, Ensuring challenging academic proficiencies for students participating in vocational and technical education programs [Sec. 122(c)(5)(B)]</p>
II	A	7 b	<p>You must describe efforts that your agency and eligible recipients will make to—</p> <p>(b) Provide students with strong experience in, and understanding of, all aspects of an industry; and</p>	Not required.	Not found.
II	A	7 c	<p>You must describe efforts that your agency and eligible recipients will make to—</p> <p>(c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]</p>	Not required.	See II.A.10, Ensuring challenging academic proficiencies for students participating in vocational and technical education programs [Sec. 122(c)(5)(B)]

C. Procedural Suggestions and Planning Reminders

- ✓ Be sure that your local applications or forms seek complete information from eligible recipients on their proposed programs, services, and activities for special populations. See section 134(b)(8)(A)-(C), and 134(b)(9)-(10).

# STATE PLAN REFERENCE SHEET FOR PERKINS IV

## WORKGROUP: PROGRAM DEVELOPMENT AND IMPROVEMENT

(DELIVERABLES: II.A.2(a)(b)(c)(d)(e)(g)(h)(i)(j)(k)(l); II.A.5,6,7(a)(b)(c); V.A.4(a)(b)(c)(d)(e)(f)(g)(h))

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			<div>✓ The Act eliminated “individuals with other barriers to educational achievement” from the definition of special populations. See section 3(29).</div> <div>✓ Under the State leadership set-aside, there is a cap of not more than 1 percent of the funds allotted to you under section 111 of the Act that can be used to serve individuals in State institutions. See section 112(a)(2)(A).</div> <div>✓ You may wish to refer to Program Memorandum OVAE/DVTE 99-13 for additional background information concerning the reservation and use of State leadership funds for activities related to non-traditional training and employment.</div> <div>✓ Your accountability system must be able to disaggregate data for each of the core indicators of performance under section 113(b)(2) of the Act for the categories of students described in section 1111(h)(1)(C)(i) of the Elementary and Secondary Education Act of 1965, as amended, and section 3(29) of the Act that are served under the Act. See section 113(c)(2)(A).</div>		
V. TECH PREP PROGRAMS					
<div><div>Important Note: States receiving an allotment under sections 111 and 201 may choose to consolidate all, or a portion of, funds received under section 201 with funds received under section 111 in order to carry out the activities described in the State plan submitted under section 122. Only States that will use all or part of their allotment under section 201 need to complete items in this section of the State plan.</div><div>States that submit a one-year transition plan that includes Title II tech prep programs must address, at a minimum, its plans or the State’s planning process for the following items: A(1);B(1); and B(2). States that submit a six-year State plan that includes Title II tech prep programs must address all of the items below.</div></div>					
V	A	4a	You must describe how your agency will ensure that each funded tech prep program—  (a) Is carried out under an articulation agreement between the participants in the consortium, as defined in section 3(4) of the Act;	Not required.	See V.A.1, Tech prep consortium articulation agreement [Sec. 204(c)(1)]
V	A	4b	You must describe how your agency will ensure that each funded tech prep program—  (b) Consists of a program of study that meets the requirements of section 203(c)(2)(A)-(G) of the Act;	Not required.	See V.A.2, Tech prep program structure (at least 2 years of secondary and 2 years of postsecondary with core elements, including technology) [Sec. 204(c)(2)]

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V	A	4c	<p>You must describe how your agency will ensure that each funded tech prep program—</p> <p>(c) Includes the development of tech prep programs for secondary and postsecondary education that meet the requirements of section 203(c)(3)(A)-(D) of the Act;</p>	Not required.	See V.A.2, Tech prep program structure (at least 2 years of secondary and 2 years of postsecondary with core elements, including technology) [Sec. 204(c)(2)]
V	A	4d	<p>You must describe how your agency will ensure that each funded tech prep program—</p> <p>(d) Includes in-service professional development for teachers, faculty, and administrators that meets the requirements of section 203(c)(4)(A)-(F) of the Act.</p>	Not required.	See V.A.4, In-service training for teachers that addresses the concerns of Perkins III [Sec. 204(c)(4)(A-E)]
V	A	4e	<p>You must describe how your agency will ensure that each funded tech prep program—</p> <p>(e) Includes professional development programs for counselors that meet the requirements of section 203(c)(5)(A)-(F) of the Act;</p>	Not required.	See V.A.5, Training programs for counselors that address the concerns of Perkins III [Sec. 204(c)(5)(A-E)]
V	A	4f	<p>You must describe how your agency will ensure that each funded tech prep program—</p> <p>(f) Provides equal access to the full range of technical preparation programs (including pre-apprenticeship programs) to individuals who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations [Sec. 203(c)(6)];</p>	Not required.	See V.A.6, How tech prep programs provide equal access to special populations [Sec. 204(c)(6)]

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V	A	4 g	You must describe how your agency will ensure that each funded tech prep program—  (g) Provides for preparatory services that assist participants in tech-prep programs [Sec. 203(c)(7)]; and	Not required.	See V.A.7, How tech prep programs provide for preparatory services that assist participants in tech prep programs [Sec. 204(c)(7)]
V	A	4 h	You must describe how your agency will ensure that each funded tech prep program—  (h) Coordinates with activities under Title I. [Sec. 203(c)(8)]	Not required.	Not found.

C. Procedural Suggestions and Planning Reminders

- ✓ Non-supplanting requirements apply to Title II tech prep programs. See section 311(a).
- ✓ State expenditures for Title II tech prep programs are a part of the maintenance of effort calculations originally required by the Act. See section 311(b).
- ✓ State administrative costs are still limited to those costs that are “reasonable and necessary.” See OVAE’s program memo at <http://www.ed.gov/programs/techprep/tpmemo5192000.html>.
- ✓ Title II funds may not be used for State leadership activities. See OVAE’s program memo at <http://www.ed.gov/programs/techprep/tpmemo5192000.html>.
- ✓ You will be required to prepare and submit annually to the Secretary a report on the effectiveness of the tech prep programs assisted under Title II. See section 205.